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ABSTRACT

This booklet contains abstracts of 62 documents published by the Johns Hopkins University Center for the Study of Social Organization of Schools from September 1967 to May 1970. The majority of the documents are research studies in the areas of desegregation, language development, educational opportunity, and educational games--most of them related to the learning of disadvantaged students. Sample titles: "The Relative Influence of School Desegregation and Classroom Desegregation on the Academic Achievement of Ninth Grade Negro Students," "Subcultural Differences in Children's Language Development," "Differences in the Language of Negro and White Grade School Children," "Educational Opportunity, Democratic Theory and the Economics of Educational Subsidy," "Socialization and Games: An Exploratory Study of Race Differences," "Pilot Studies of Role Behaviors in a Parent-Child Simulation Game." Several studies deal with the development of measures of curiosity for children. Others deal with such miscellaneous topics as "The Non-Course Innovation in the Undergraduate Curriculum" and "User's Handbook for Computation Center." Availability information is included; those not available through the Center are available through ERIC. (JS)

ED 046870

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PUBLICATION ABSTRACTS

JUNE, 1970

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CENTER FOR SOCIAL
ORGANIZATION OF SCHOOLS

Publication No.		
1 Sept. 1967 ERIC # ED. 013 493 108 pgs.	Race Relations and Social Change	James S. Coleman

ABSTRACT

A framework is proposed for studying elements affecting change in the position in American society. Part One suggests the broad categories, or social accounts, under which the assets and deficits held by Negroes might be cataloged and measured. Part Two discusses some theories of the mechanisms through which assets of one type might be converted into different assets. Part Three focuses on different institutional settings and arenas of action, such as schools, where particular conversion processes may occur. Finally, some of the research implications are noted which are derived from this framework of social accounts, conversion processes, and arenas of action.

2 Nov. 1967 ERIC # ED. 014 341 16 pgs.	The Relative Influence of School Desegregation and Classroom Desegregation on the Academic Achievement of Ninth Grade Negro Students (Interim Report)	James McPartland

ABSTRACT

This study explores the relative influence of classroom desegregation and school desegregation on academic performance by using information on ninth grade Negro students in the Metropolitan Northeast from the U.S. Office of Education's Educational Opportunities Survey. After controlling for family background differences, Negro student achievement within predominantly white schools is positively associated with the proportion of their classmates who are white. This relationship remains when differences in the student's program of instruction and track level is taken into account. Negro students who remained in segregated classes exhibited no apparent benefit from their attendance at desegregated schools. It is only for Negro students in mostly white classes that increases in the percent white enrollment in their school accompany increases in their average verbal achievement.

00062

Publication
No.

3
June 1967
ERIC # ED. 031 168
47 pgs.

School Desegregation in Baltimore (Final Report)*

Dollie R. Walker
Arthur L. Stinchcombe
Mary S. McDill

ABSTRACT

Data from the Baltimore City and Baltimore County public school system for an eleven-year period were analyzed in order to assess desegregation in the systems.

There was a vast difference found in the problem of desegregating schools in the central city and those in the suburbs. The city has made almost no net gain in desegregating schools because the size of a white student body needed to achieve this goal is far larger than that enrolled in city schools. The county has made more of a net gain in desegregation; one reason is that in addition to any independent effort on the part of school policy, the county has been gaining white students and keeping its Negro population of students about the same during this period of time.

An examination of migration trends and existing census data indicates a prediction of an even greater problem of desegregating schools. Negroes are moving into the city, while whites are moving into the county. The political boundaries of the city and county now constitutes segregating boundaries for school children. Furthermore, within the city, some whites who are potential public school students enroll in private and parochial schools. The conclusion of the study is that desegregation can be achieved only within the metropolitan area, and a solution is not possible if the city and county are continued to be treated as separate political units.

4
May 1967
ERIC # ED. 011 163
43 pgs.

An Exploratory Study of Non-English Speaking Homes and Academic Performance

James Fennessey

ABSTRACT

Using data collected in the Equality of Educational Opportunity survey, this re-analysis addresses two questions concerning Puerto Rican public school pupils in New York City. First, what is the relationship between language spoken in the home and other aspects of ethnic background? Second, what differences exist between several grade levels in the vocabulary test scores of Puerto Rican children and contrasting English-only homes.

The analysis is made more difficult by the presence of a substantial amount of response error on certain important questions. Within this limitation, the general results are that the home language pattern is not very closely linked with other attributes of Puerto Rican ethnicity, and that, after taking into account some background variables which are confounded with the language pattern, there is little difference between the Spanish-English homes and the English-only homes as to the average vocabulary test scores of the children, except at grade 1.

Some implications of the results are discussed.

Publication No.

5
March 1967
ERIC # ED. 011 612
32 pgs.

Subcultural Differences in Children's Language Development

Doris R. Entwisle

ABSTRACT

The paper reports subcultural variations in language development for children from 4 to 10 years of age, and speculates upon the socialization and cultural factors that spawn the differences. It is not clear what specific environmental factors are important in verbal development of grade school children and the major concern is to elucidate such factors. The intelligence level of various samples of children is specified rather closely and the socio-cultural environment, including school milieu, is described in detail. Analyses of variance of paradigmatic rates support the following conclusions about relative rate of development. (1) There are negligible differences between suburban children from upper middle class and blue collar neighborhoods. (2) Rural Maryland children tend to develop more slowly than the suburban children, expecially those whose IQ is average or below. (3) Amish children develop even more slowly than the rural Maryland children. (4) White slum children are advanced compared to suburban children at first grade, but retarded at third grade. Negro slum children are generally behind white slum children, but at first grade the Negro slum children are on a par with white suburban children. (All comparisons are made among children matched on tested IQ.)

These observations suggest a relation between the rate of development and degree of urbanization. They also suggest a relation between class, specific behaviors (amount of television watching, verbal models presented by parents), and linguistic development.

6
March 1967
ERIC # ED. 011 611
58 pgs.

Developmental Sociolinguistics: Inner-City Children

Doris R. Entwisle

ABSTRACT

This study of children's word associations focuses on urban disadvantaged groups, both Negro and white, to determine whether extreme SES differences have an impact on language development. Data were gathered from 541 children enrolled in public elementary schools in Baltimore City, Maryland. The children resided in the most depressed socioeconomic areas of the city. Because it had been observed previously that the race of the interviewer affected the children's responses, the entire design was replicated four times (Negro interviewer with white children, Negro interviewer with Negro children, white interviewer with white children, and white interviewer with Negro children). No child was interviewed more than once.

With increasing age there is a concomitant increase in form-class matching of stimulus and response, so the number of paradigmatics (responses to "go" is "run") is the principal measure used.

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6 cont.

First grade white poor children were found to be more advanced linguistically than suburban children of similar IQ. Further, even though Negro first-grade poor children are not as advanced as white poor children, they are probably as mature linguistically as white suburban children of the same intelligence level. The relative advancement of first-grade disadvantaged children disappears by the third grade, and they lag behind suburban children at ages 8 and over. This suggests that the degree of urbanization may strongly affect verbal development. In analysis of the race-of-interviewer factor, it was found that more mature responses are made by children when they are responding to an interviewer of a different race than their own.

7 Oct. 1967 ERIC # ED. 013 459 23 pgs.	Organization of Schools to Provide Academic Aid and Therapeutic Counseling to Disadvantaged Children	Martha O. Roseman

ABSTRACT

This program involved a relatively minor change in school organization, but resulted in a major change in educational philosophy and flexibility within the school. A special teacher worked with problem children on an individual basis, her goal being to improve each child's self-concept by improved academic achievement and therapeutic counseling. Life-space interviews were used for the children in crisis situations.

The program was originally designed to aid the disadvantaged child in the normal school setting, and showed that it achieved the following goals: (a) Most of the children became highly motivated, exhibited less anti-social behavior, and advanced significantly in their academic work. (b) Negative experience, such as emotional crises, were used to strengthen the child's resources so that he learned to meet future crises in a positive manner. (c) Some children learned to adjust to highly unfavorable home environments. (d) The mental health problems of the school were defined, and in many cases resolved by including the total staff in the program, and developing a cooperative team approach towards children with problems. (e) The educational emphasis was changed from one concerned primarily with group learning to one that included emphasis on the individual, particularly the individual that did not fit into the group. (f) Immediate, on-the-spot assistance was made available to the classroom teacher with problem children.

The available statistical data, objective and subjective appraisals, and the subsequent history of children who participated in the program lead to the conclusion that the program achieved the goals outlined.

Publication No.

8
Nov. 1967
ERIC # ED. 017 237
36 pgs.

Simulation Games and Social Theory

James S. Coleman

ABSTRACT

The social simulation game is a game in which certain social processes are explicitly mirrored in the structure and functioning of the game. The game is an abstraction of these social processes, making explicit certain of them that are ordinarily implicit in our everyday behavior. The paper seeks to answer several relevant questions: What is the way a simulation game characteristically mirrors social processes? What are the kinds of social processes most easily simulated in a game? What is the relation of construction and use of a game to, on the one hand, observation and experimentation and, on the other hand, social theory? In answering these questions the author uses specific examples of games developed at Johns Hopkins University.

9
Nov. 1967
ERIC # ED. 015 159
25 pgs.

Innovations in the Structure of Education *

James S. Coleman

ABSTRACT

The paper examines the kinds of change in education, especially at the secondary level, that Western societies are presently undergoing and can expect to continue to undergo in the near future. Certain modifications in the conception of schooling which these changes require are suggested. The author discusses innovations by which children learn, not by being taught, but by finding themselves in specially constructed environments in which learning occurs as a by-product of the child's actions in coping with this environment. The author feels that schools of the future will utilize this method rather than the student-teacher role relationship.

10
Dec. 1967
ERIC # ED. 016 736
131 pgs.

Simulation Games and Control Beliefs

Sarane S. Boocock
Erling O. Schild
Clarice Stoll

ABSTRACT

The objective of this research was to combine an analysis of the concept of control of destiny with an analysis of the learning effects of games with simulated environments, in order to gain an understanding of the ways in which this attitudinal variable and this learning technique may affect each other. The research had three specific objectives: 1) to analyze the meaning and effects of control beliefs; 2) to investigate the possible effects of exposure to simulation games on control beliefs; and 3) to relate these issues to the context of de-facto segregated vs. non-segregated schools.

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No.

10 cont.

The findings suggest that games have other types of effects not produced by standard classroom techniques, and that sense of control of a global sort is not related to game experience. However, there does seem to be some development of a sense of control over specific spheres of activity among members of groups which stimulate learning, whether game groups or classroom groups. It is also suggested that the Negroes at the integrated school did not perform any differently from those in their respective groups.

11 — The Concept of Equality of Educational Opportunity — James S. Coleman

Nov. 1967
ERIC # 015 157
22 pgs.

ABSTRACT

This paper examines the concept of "equality of education," seeking to answer the questions of what the terms means and what it has meant to society. The author discusses what the concept has meant in the past, beginning with pre-industrial Europe and ending with the United States Office of Education's survey, Equality of Educational Opportunity. He also suggests what the concept, as it has evolved to the present, will mean in the future. He asks the questions: Whose obligation is it to provide such equality? Is the concept a fundamentally sound one, or does it have inherent contractions or conflicts with social organization?

12 — The Struggle for Control of Education * — James S. Coleman

Nov. 1967
ERIC # ED. 015 158
23 pgs.

ABSTRACT

This paper examines the emerging conflict between local-state governments or local-federal governments over various educational policies occurring because of the numerous agencies who are both interested in and affected by a child's education. The author, after reviewing these issues, makes a prediction concerning the effect this conflict will have upon Canadian and United States schools of the future.

The issues examined are: the differential educational opportunities for children of varying economic and social backgrounds; the local-national conflict over the issue of minority rights; the fluctuating positions of schools as instruments of social change; and the struggle over the development of uniform educational standards.

The author points out that the federal government acts as a supplementing agent to the individuals' power struggle when that power is deficient at the local level. Using a hypothetical control system, the author assesses the value of the varying types and degrees of national and state intervention into local issues.

00007

Publication No.

13
Dec. 1967
ERIC # ED. 015 893
17 pgs.

Equality of Educational Opportunity, Reconsidered *

James S. Coleman

ABSTRACT

Equality of Educational Opportunity among different population subgroups depends on two distinct variables, the distribution of effective school resources, and the intensity or effectiveness of these resources, relative to the unequally distributed out-of-school resources.

This concept takes into account the fact that outside of school, and before school, children have very unequal educational resources, so that equality of opportunity is provided by making the resources provided by school not only equal, but quite powerful in their effects. Only if the distribution of resources was fully equal, and the intensity of their effect was infinitely great, relative to the divergent out of school factors, would there be equality of educational opportunity. Since the latter can hardly be the case, then it can hardly be appropriate to speak of "equality of educational opportunity," but rather to speak of the amount of inequality. In a system with equal resources distribution, but with less than infinite intensity of effects, there remains a degree of inequality--an inequality of opportunity not arising from the school school system, but arising from outside and not overcome by the school system.

14
Jan. 1968
ERIC # ED. 018 851
13 pgs.

Toward A Discipline of Curriculum Theory

John S. Mann

ABSTRACT

Schwab's analysis of the structures characteristic of disciplines (organizational, substantive, syntactical) is used to reveal relations among various efforts in curriculum theory, and to sketch an approach to the development of a "discipline" of curriculum theory. Work by Beauchamp, Eisner, Faix, Frymier, Huebner, Johnson, Komisar and Mclellan, Macdonald, Mann, Phenix, Travers, Tyler, and others is commented upon in relation to the Schwab paradigm.

Theory is distinguished both from metatheory and from praxeology. It is noted that some of the curriculum theory literature has metatheoretical implications, and that most of the literature is praxeology rather than theory.

The nature of theory is briefly discussed. It is concluded that theory-building, which in the long run has important practical value, does not proceed best by the theorist addressing himself to pressing practical problems. Some suggestions for the building of theory are offered.

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Publication No.

15
March 1968
ERIC # ED. 020 289
41 pgs.

Class, Status and Poverty *

Peter H. Rossi
Zahava D. Blum

ABSTRACT

The purposes of this paper are to review empirically evidence on how the poor differ from the rest of society, how these differences arise, and how they are maintained. The authors conclude that these differences are actually ones which the poor share with the rest of the working class, and therefore the differences are rather quantitative than qualitative.

A distinction is made among three types of processes. The first of these deals with education, occupation, and income as socio-economic variables which have direct effects. These variables are, empirically speaking, inseparable, since occupational distinctions tend to strongly reflect educational differences, and vice-versa.

The second are the processes which are a reaction to class position. This reaction arises only in a society like ours which emphasizes achievement at all levels--financial, educational, cultural, occupational -- and which stigmatizes its members to the degree that they fail to achieve; thus, it is a phenomenon which may affect all social levels.

The third are the processes which maintain socio-economic differences. The authors are oriented toward a situational rather than a subcultural view of social classes. With the exception of the heterogeneity of race and ethnicity, which is an American phenomenon, the processes stressed here are rooted in the existential nature of social stratification.

The policy implications are for the removal of stigmatizing processes in the occupational system, in the discriminatory practices of major institutions, and for the provision of a floor of income and self-respect for everyone in the society.

16
March 1968
ERIC # ED. 019 265
41 pgs.

A Preliminary Study of Standard English Speech Patterns in the Baltimore City Public Schools

Catherine Garvey
Paul T. McFarlane

ABSTRACT

Using an echoic sentence repetition task, the study investigates the manner in which 5th grade children (N=158) from four inner city Baltimore schools reproduce a selected number of Standard English linguistic patterns. Gross transposition scores and scores reflecting divergence of responses from Standard English are obtained from the tape-recorded sessions. The implications of the findings for the development of language training materials are discussed.

00069

Publication
No.

17
March 1968
ERIC # ED. 020 294
94 pgs.

Social Class Research and Images of the Poor *

Zahava D. Blum
Peter H. Rossi

ABSTRACT

The purpose of this paper is to present a detailed bibliographic review of recent studies of socioeconomic status and to extract from them implications for an understanding of the characteristics of the poor. The bias of the authors is in the direction of empirical research and a number of areas within the usual meaning of social stratification have been omitted (e.g. occupational prestige, social mobility, and stratification theory). Also excluded are studies dealing with social class measurement and methodology.

The review is the result of a systematic screening of each issue of the major sociological journals, and a number of related publications, from 1950 to 1967. Also reviewed are many separate monographs, published collections of articles, and conferences proceedings dealing with poverty.

The bibliographic review was undertaken as the "empirical" background for a related theoretical paper "Class, Status, and Poverty" by the same authors. However, the review and summary of the literature presented has considerable value in its own right. Most important, the review highlights inconsistencies and gaps in our knowledge about the poor.

18
March 1968
ERIC # ED. 023 729
17 pgs.

Responsibility of Schools in the Provision of Equal Educational Opportunity

James S. Coleman

ABSTRACT

Attacking the problem of racial and class integration as well as the problem of achievement is discussed by discarding the idea of the school as a closed institution and think of it as a base of operations.

This could be accomplished through outside organizations acting as contractors and with the free choice of parent or child. This choice has previously been available to those who could afford to buy education outside the public schools.

It is therefore appropriate and necessary that an opening up of the school, providing consumer choice and placing the school in the role of agent to aid that choice, occurs in a period when the interest of all society has become focused on the schools.

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Publication

No.

19 May 1968 ERIC # ED. 019 676 57 pgs.	Differences in the Language of Negro and white Grade School Children *	Doris Entwisle Ellen Greenberger

ABSTRACT

A survey of word associations of Negro and white elementary school children reveals that disadvantaged inner-city children are apparently more advanced in that respect than suburban children at first grade. Inner city Negro children are somewhat behind inner city white children in pace of linguistic development, but differences in semantics, which are large, may be of much greater practical importance. In kindergarten and first grade it appears that word meanings, and therefore the cognitive role of words is vastly different for the Negro and disadvantaged child. Between first and third grade disadvantaged children, in marked contrast to suburban children, seem to be making little or no progress toward use of language that is conceptually more elaborate than the language they started with in school.

20 July 1968 ERIC # ED. 024 084 77 pgs.	Need for Achievement, Curiosity, and Sense of Control: Pilot Study for a Large-Scale Investigation	Ellen Greenberger Doris Entwisle

ABSTRACT

The Introduction reviews a number of findings and problems in the measurement of achievement motivation and raises some questions concerning the possible friction between motivation to achieve and curiosity.

Subjects for the two pilot studies were 9th graders of average (95-113) and high IQ (128+) from a predominantly upper middle class Jewish public school. The first study explores the properties of a set of pictures newly developed to measure n Ach. These pictures--separate ones for males & females--display attractive persons in up-to-date academic, vocational & recreational situations. The results indicate that (1) the new pictures evoke achievement imagery in amounts and ranges recommended by previous investigators; (2) n Ach scores from these pictures relate somewhat better to grades than scores from other pictures; (3) concern about failure probably interacts with n Ach to affect academic performance; (4) concern about failure seems especially high in average IQ girls and high IQ boys from this milieu; (5) n Ach, curiosity and sense of control are essentially uncorrelated and are likely to stem from different socialization practices.

00011

Publication No.

21
June 1968
ERIC # ED. 021 944
359 pgs.

The Segregated Student in Desegregated Schools, Sources of Influence on Negro Secondary Students - Final Report *

James McPartland

ABSTRACT

Using the data for ninth grade Negro students in the Metropolitan Northeast collected in the Equality of Educational Opportunity survey, this study focuses on five situational factors of schools to ask two questions: (1) are segregated and desegregated situations distinguishable on these factors; and (2) can the observed differences between segregated and desegregated Negro students in achievement and in several attitude and personality measures be explained by one or more of these factors? The five situational factors are student environment, social stigma, level of competition, instructional quality and quality of instruction. In the course of the analyses, the distinction is drawn between the desegregated school and the desegregated classroom. Desegregation effects on Negro students' achievement, college plans, academic self-confidence, self-esteem, control of environment, and racial attitudes are described.

22
May 1968
ERIC # ED. 023 145
20 pgs.

Games as Vehicles for Social Theory *

James S. Coleman

ABSTRACT

The relation of games to life in general is discussed, with the suggestion that games constitute an excursion, or "time out", from goal-directed activities in life, in which an alternative set of rules are established for a delimited period. A game thus constitutes a short-term parallel to life in general. As such it acts for children as a device through which they explore social organization, comparable to their explorations of the physical environment at an earlier period of life. The use of games by the sociologist constitutes a formalization of this means for learning about social organization. An extended example of the use of a game involving collective decisions is presented to show this role of games in the development of social theory.

00012

Publication No.

23
July 1968
46 pgs.

Player Characteristics and Strategy in a Parent-Child Simulation Game *

Clarice S. Stoll

ABSTRACT

Departing from Goffman's analysis of game encounters, it was hypothesized that player external game characteristics will affect game process, and in particular, the development of strategy. Research was performed on the Parent-Child game a simulation of family interaction with a cooperative solution. The sample consisted of sixty-four Negro high school students of below-average to average ability. Player dyads were characterized on three dimensions: acquaintanceship, personal role preference, and sex. The results confirm the hypothesis. A rational strategy developed more readily when (1) the players became better acquainted, (2) personal role preference matched actual game role, and (3) in feminine dyads. It was also shown that pre-game attitudes toward the game are generally not relevant for the learning of strategy.

24
August 1968
ERIC # ED. 025 218
39 pgs.

An Economic-Analysis of College Scholarship Policy *

John D. Owen

ABSTRACT

This paper applies the techniques of cost-benefit analysis to the problem of allocating subsidy funds to college students. The study shows the desirability of using such economic principles as comparative advantage, the discounting of future benefits, and a cut off benefit-cost ratio in the allocation of these funds. An attempt is made to show the superiority of those methods over a system of selecting students solely in terms of their intellectual ability.

25
August 1968
ERIC # ED. 026 721
40 pgs.

The Evaluation of Equality of Educational Opportunity *

James S. Coleman

ABSTRACT

Some criticisms and comments, particularly from economists, on the 1966 Office of Education report, Equality of Educational Opportunity are discussed. In particular, the initial design of the survey and the analytic question posed, measurement of the school inputs dispersed to and received by different groups of students, the analysis of school effects (use of regression coefficients and unique variance contributions) are discussed in terms of alternative modes of analysis. The treatment is in terms of some general considerations involved in conducting research to gather information on social policy questions.

00013

Publication No.		
26 Sept. 1968 ERIC # ED. 026 722 10 pgs.	Educational Opportunity, Democratic Theory, and the Economics of Educational Subsidy *	John D. Owen

ABSTRACT

This study shows that the use of a cross-the-board subsidy to education in the form of tuition reductions or low interest loans to college students are sub-optimal methods of gaining the maximum advantage from programs designed to improve the workings of political democracy. The logic of majority voting is used to show that these benefits can be gained more efficiently from a much more egalitarian distribution of resources. The desirability of raising the less able and average citizens to the level of truly qualified voters is demonstrated.

27 Oct. 1968 ERIC # ED. 030 199 24 pgs.	Some Hypothetical Experiments on Variations in School Components and Selected Educational Out-Comes	James McPartland J. Timothy Sprehe

ABSTRACT

Using information from the Equality of Educational Opportunity survey Armed Forces Qualifying Test, an examination is made of the effect of variations in certain school inputs on selected educational outcomes. The differences in the probabilities that a student will pass the Army Qualifying Test or continue his formal education are shown when he is exposed to contrasting school facilities, teachers and student bodies. The contrasts in school inputs are based on the differences between geographical regions and races as revealed in the Educational Opportunities Survey. The findings and the regression techniques used are discussed in terms of a social accounting framework.

00014

Publication No.

28
April 1969
ERIC # ED. 030 205
61 pgs.

Educational Climates of High Schools: Their Effects and Sources*

Edward L. McDill
Leo C. Rigsby
Edmund D. Meyers, Jr.

ABSTRACT

Questionnaire data were obtained from 20,345 students, 1,029 teachers and the principals of a non-random sample of twenty high schools in conducting the study. In addition, standardized aptitude and achievement tests were administered to the students. The contextual analysis reveals that (1) a number of dimensions of the educational and social climates of schools have modest effects on the achievement and college plans of students with relevant individual characteristics controlled; (2) several indicators of "intellectual" or "cultural" facilities of the community and measures of school curriculum and facilities are not sources of variation in climate effects; and (3) the degree of parental involvement in high school is the only source of climate effects. Educational implications of the findings are discussed.

29
Dec. 1968
ERIC # ED. 026 864
25 pgs.

Autotelic Behavior in Socialization

Michael Inbar
Clarice S. Stoll

ABSTRACT

Play and games are widely held to perform a vital role in the socialization process. A selective review of the literature uncovers an unusual scope and variety of hypotheses. There is little evidence, however, to support most of these hypotheses. The reasons are perhaps the apparent self-evidence of the arguments and the seemingly overwhelming difficulty of testing the theories with adequacy. Data from a pilot study of rural school children's game experiences and attitudes are presented. The findings illustrate the need for, and the feasibility of the systematic program of research on autotelic behavior in socialization that is long overdue.

30
Dec. 1968
ERIC # ED. 028 465
20 pgs.

Game Experience and Socialization - An Exploratory Study of Sex Differences

Clarice S. Stoll
Michael Inbar
James J. Fennessey

ABSTRACT

Play and games are widely held to play a vital role in the socialization process. This study explores the impact of differences in socialization via game experience according to sex. Children in the sixth grade at a rural school were surveyed with regard to their participation in four types of games: individual; sports; board or card; and party. Game experience was found to be related to a range of attitudes, including (1) sense of efficacy; (2) self-image (3) belief in success; (4) orientation toward

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school. All four game types were found to have certain socializing effects regardless of the sex of the player. In addition, each game type appears to have a differential impact by sex. For example, sports participation is related to the expression of achievement values for males but not for females. The findings highlight the need for further research on the role of the activities of peer and family groups.

31
Dec. 1968
ERIC # 028 464
23 pgs.

Socialization and Games:
An Exploratory Study of
Race Differences

Clarice S. Stoll
Michael Inbar
James J. Fennessey

ABSTRACT

Play and games are widely held to meet a vital role in the socialization process. This study explores the differences in their socialization impact by race. Children in the sixth grade at a rural school were surveyed with regard to their participation in four types of games: individual, sports, board/card and party. Game experience was found to be related to a range of attitudes, including (1) sense of efficacy, (2) self-image, (3) belief in success, (4) orientation toward school. All four game types have possible socializing effects regardless of the race of the player. In addition, each game type has a differential impact by race. For example, sports participation is related to the expression of achievement values for blacks but not for whites. The strength of the findings highlights the need for further research on the role of games as alternates to the family in socialization.

32
April 1969
ERIC # ED. 030 154
20 pgs.

Development of a Curiosity
Scale

Robert Hogan
Ellen Greenberger

ABSTRACT

This report describes the development of a brief adjective checklist measure of curiosity. This checklist, designed to be used with elementary school children, is empirically-keyed and contains a built-in check for rater bias. From an initial pool of 40 adjectives judged relevant to curiosity, a final set of 30 were selected after two item analyses using behavioral indices of curiosity. Evidence is presented which suggests that the scale defines a unitary dimension and yields valid rank-orderings for curiosity when used by a single teacher in a classroom. Evidence concerning the relationship between curiosity and standardized measures of intelligence and academic achievement is also presented.

Publication No.

35
Nov. 1968
ERIC # ED. 028 486
68 pgs.

Content Analysis of Stories for Curiosity Imagery: A Manual

Ellen Greenberger
Jeanne O'Connor
Annemette Sørensen

ABSTRACT

This manual describes a method for the content analysis of written story-productions evoked by a standard set of pictures. The introduction sketches briefly the model of curiosity developed by Beswick (1965), the system of content analysis derived from it, and the reliability and validity of that system of analysis. It also describes a revised scoring system devised by the authors and provides some information on its reliability and validity. Since this is meant to be a "practical" scoring manual rather than a complete report on the curiosity test, more detailed information on its technical properties is furnished in a forthcoming separate publication. The manual is divided into three parts. The first gives general and specific scoring rules and examples of their application for the revised scoring scheme. The second section contains a number of excerpts from actual stories, while the third section gives the correct scoring of these stories and the rationale behind scoring decisions.

36
Dec. 1968
ERIC # ED. 028 462
35 pgs.

A Scoring Guide For The Greenberger-Entwisle Need Achievement Pictures

Ellen Greenberger
John Kervin

ABSTRACT

The manual describes scoring instructions for the Greenberger-Entwisle instrument, which was developed to increase comparability of findings and reliability of measurement of need-achievement. General comments on scoring the Greenberger-Entwisle pictures are given, and scoring categories are treated in turn for typical problems and scoring rules. The pictures to which stories are written are considered individually for problems peculiar to each. Appendices consist of a set of the instrument pictures, and a summary of the scoring rules for quick reference.

37
Nov. 1968
174 pgs.

The Faculty Peers: Final Report of the Project

James J. Fennessey

ABSTRACT

This report summarizes the design, execution, and results of a pilot study in the sociology of the school. The issues being investigated concern the various social determinants of judgments made by school teachers, and how these judgments are related to informal social groupings that may form among the teachers in a school. In general, the pilot study can be considered successful in that it tends to confirm the plausibility of the main hypotheses, and the feasibility of the general design. The study also brought to light some specific shortcomings and the oversights, which consequently can be remedied before the main study is undertaken.

00017

Publication
No.

37 cont.

Two appendices are included with the report. The first reproduces the instruments which have been developed and used in the pilot data collection. The second presents a fairly detailed report analyzing the data obtained in the pilot study.

38
March 1969
83 pgs.

User's Handbook For Computation Center

Nancy Karweit

ABSTRACT

Computer programs for techniques frequently employed in empirical research are available for IBM 1401, together with technical descriptions of their purpose and operating instructions. Available programs include Utilities (for handling different input and output modes), Data Reduction (for recording and indexing of variables), and Statistical Analysis (including marginal distributions, cross tabulation, multivariate analysis, and General Linear Model derivatives.)

39
Feb. 1969
ERIC # ED. 027 593
30 pgs.

Pilot Studies of Role Behaviors in a Parent-Child Simulation Game

Paul T. McFarlane

ABSTRACT

Two versions of a simulation game, Parent-Child, were taught to ten white and ten black inner-city males. The twenty subjects played a total of 198 rounds of the game, and the following conclusions were made with respect to the use of the Parent-Child game as a research site.

1. Inner-city fifth and sixth grade males can be taught to play Parent-Child.

2. The subjects play the game less effectively than a totally rational player would, but give some behavioral indication of understanding how one should play the game in order to win.

3. The subjects' behaviors are role and structure specific, which allows the simulation game to be used as a research site in a larger study of the effect of role and structural constraints on game behavior.

00018

Publication No.

40
Feb. 1969
ERIC # ED. 030 191
24 pgs.

Incentives in American Education *

James S. Coleman

ABSTRACT

Educational policies are discussed which are directed at affecting the incentives of (a) a school superintendent or other executive officers of an operating school system; (b) staff members in the administrative office; (c) principals, or other executive officers in a school; (d) teachers, (e) children themselves; and (f) their parents. Discussion is included on (1) information to change the direction of community pressure on superintendent or principal; (2) interscholastic academic competition; (3) intramural cooperation and competition; (4) dual competing school systems; (5) tuition grant or voucher system for attendance at private schools; (6) the open school, with subject-specific choices; and (7) pay-by-results.

41
May 1969
21 pgs.

Adjective Usage

Doris Entwisle
Catherine Garvey

ABSTRACT

The use of 30 High-Frequency adjectives is observed in the written production of a large sample of Maryland ninth graders and smaller samples of fifth and sixth grade blacks, middle class white adults, and lower class white women. There is no difference in adjective usage (common adjectives only) by race. There are large sex differences in verbal productivity, and females use more adjectives than males, even with productivity controlled. Social class differences are minimal.

42
May 1969
ERIC # ED. 031 766
19 pgs.

The Effects of Two Simulation Games on the Opinions and Attitudes of Selected Sixth, Seventh, and Eighth Grade Students *

Karen C. Cohen

ABSTRACT

Seventy-six students in a "speedway" summer school program played either the Democracy Game or the Consumer Game for five days, in place of their regular English classes. Questionnaires were administered to the students both before and after they played the games. The students reported preferring the game to their regular class work on several dimensions. Those students who played the Democracy Game changed significantly in some of their opinions about politics, but not in their attitudes toward school. A control group which did not play the games showed no such changes of opinion.

09519

Publication No.

43
June 1969
ERIC # ED. 030 106
21 pgs.

Semantic Systems of Minority Groups *

Doris Entwisle

ABSTRACT

Word associations of inner city children, both black and white, are compared with word associations of rural children (Rural Maryland and old order Amish). The Semantic structures revealed in commonality of response suggest that blacks' have different structures from whites. Being a minority group does not account for the blacks' divergence, because another minority group (Amish) look the same as whites. The implications for reading instruction are discussed.

44
June 1969
ERIC # ED. 031 767
15 pgs.

Using Simulation Games in the Classroom

Lindy Harry

ABSTRACT

This paper is intended to be a practical guide to teachers who want to use simulation games in their classroom. It presents suggestions for evaluating, preparing, introducing, playing, discussing, and modifying simulation games. The procedures are based upon practical experience and implications drawn from various research studies. Although simulation games designed at The Johns Hopkins University are used as examples in the discussion of various techniques, the suggestions are applicable to all simulation games.

45
July 1969
ERIC # ED. 031 502
38 pgs.

Effects of Discrimination, Grammatical Rules and Application of Rules on the Acquisition of Language Concepts in Children

John T. Guthrie

ABSTRACT

The occurrence of the two allomorphs of the indefinite article in Standard English is shown to be a concept similar to those studies in the general concept formation paradigm. The acquisition of this grammatical concept was examined using 80 inner-city, Negro fifth graders. Learning an audio discrimination of instances and non-instances of the concept did not affect the acquisition of the ability to produce instances of the concept orally. Likewise, learning to verbalize the grammatical rule which governs the concept did not facilitate concept formation. However, training on the application of the verbalized rule strongly facilitated the acquisition of the ability to produce instances of the concept ($p < .001$). The application training was superior to rule learning for low IQ but not for high IQ subjects. The ability to produce instances of the concept did not affect the ability to produce sentences containing instances of the concept.

00020

Publication No.

47
August 1969
20 pgs.

An Empirical Analysis of Economic And Racial Bias in the Distribution of Educational Resources in Nine Large American Cities

John D. Owen

ABSTRACT

The distribution of educational resources in nine large American Cities is examined to determine whether there are systematic tendencies for poor and non-white children to receive lower quality teachers and inferior physical resources within our city school system.

48
July 1969
ERIC # ED. 032 610
33 pgs.

A Method For The Collection And Analysis of Retrospective Life Histories *

Zahava D. Blum
Nancy L. Karweit
Aage B. Sørensen

ABSTRACT

To achieve the goal of "equality of opportunity" and socioeconomic well-being in American society there is the need to know what type of directed social change is appropriate. The purpose of our research effort is to examine empirical data on how social groups and individual households achieve social mobility in order to identify alternative intervention points. Social mobility is seen primarily in socioeconomic terms (occupation and income) with a strong, but not exclusive, emphasis on the role played by educational attainments in the mobility of individual households and social groups.

A current emphasis of our research is an investigation of the occurrence (or lack of occurrence) of certain events as the individual passes through his own life cycle, i.e., a study of intragenerational mobility. Using survey research methods, retrospective life histories have been obtained for a national sample of the noninstitutionalized population of males 30-39 years of age residing in households in the United States and a similar sample of Negro males.

The feasibility of collecting retrospective life history data from national samples and of effiently coding, storing and gaining computer access to the resultant information has been demonstrated by this research effort. This paper, while not intended to be a comprehensive manual, discusses the general approach developed in the project, illustrates many of the procedures, and gives examples from the survey data.

00021

Publication No.

49
Sept. 1969
ERIC # ED. 032 379
24 pgs.

"Inferiority, Efficacy, and Race" *

Clarice S. Stoll

ABSTRACT

The sources for differences which appear between Negro and white students and among groups of Negro students in feelings of efficacy or control of environment are investigated. The data employed for these investigations are taken from the survey Equality of Educational Opportunity conducted in the fall of 1965 (the Coleman Report). Separate analyses are reported which were performed on a representative national sample of Negro and white twelfth-grade students, and on a sample of ninth-grade Negro students in racially segregated and desegregated classes in the Metropolitan Northeast. Data in both studies are analyzed by means of cross-tabulation techniques, with significance tests on Coleman's weighted effect parameters being computed for the interpretations.

In the analysis of ninth grade Negro students, three different components of the classroom situation are examined for effects on differences in individual feelings of mastery over one's environment. These situational components are: the social class level of the fellow students in the classroom; the racial composition of the classroom; and the students' close friends. Each situational factor is examined for relationships with feelings of efficacy after family background differences of individual students are statistically controlled, as well as uder conditions where the effects of the other alternative situational factors are held constant. Each of the three situational components was significantly related to student's feelings of efficacy after family background was taken into account, but only the classroom racial composition remained significant when the other situational factors were controlled as well.

These results are discussed in terms of theories concerning the effects of status distinctions which communicate a social stigma of inferiority. The analyses of the twelfth grade sample pursues this explanation by examining differences in feelings of efficacy between males and females, and between whites and nonwhites. The relationships with efficacy of different measures of family structure (intact family, parents education and interest) are compared to the relationships of measures of inferiority (grade average, peer group status and teacher expectations). The results were interpreted to show that racial and sex differences in efficacy were explained more by measures of social inferiority than by indicators of class or family structure.

00022

Publication No.

50
Sept. 1969
ERIC # ED. 032 536
63 pgs.

A Self-Instructional Program in Standard English: Development and Evaluation

Catherine Garvey
Thelma L. Baldwin

ABSTRACT

The report describes the design, production and evaluation of the first six lessons of a self-instructional program in standard English. The program is designed for use by fifth-grade students in Baltimore who are speakers of Baltimore, non-standard, Negro English. The six lessons were developed, pre-tested, revised and evaluated in an attempt to assess the effectiveness of the program and to provide a more empirical basis for further development of instructional materials for the particular student population. A mastery test, constructed to measure the objectives of the lessons, successfully discriminated (p .05) between the students receiving the programmed instruction and a control group. Furthermore, the evaluation resulted in specific suggestions for program improvement.

51
Sept. 1969
ERIC # 032 789
24 pgs.

Group Versus Individual Performance and Learning in a Computer Game: An Exploratory Study *

Nancy Karweit
Samuel A. Livingston

ABSTRACT

Sixth-graders of high academic ability were divided into four groups. Three of the groups played a computer game: one group played alone, one played in pairs, and one in threes. The fourth group did not play the game. All the subjects then took a test designed to measure learning from the game. No significant differences in learning were observed, but there was statistically significant tendency of boys to play the game faster than girls. A difference in machines used to play the game produced no consistent or significant effects.

52
Nov. 1969
14 pgs.

Racial Bias in the Allocation of Teachers in Sixty-Nine Urban Elementary School Systems

John D. Owen

ABSTRACT

Data from 69 cities were examined to determine whether there was a systematic tendency to assign black teachers to black students in American public school systems. Teacher segregation was found to be most marked in the South, and areas adjacent to the South. Outside the South, teacher segregation tended to rise as the proportion of black students increased.

Some degree of teacher segregation was found to be practical in most American cities.

09023

Publication No.

53
Oct. 1969
40 pgs.

Effects of Instruction and Socioeconomic Status on Concept Learning in Children

John T. Guthrie

ABSTRACT

A 5x2x2 factorial design, including 4 instructional treatments and a control group, 2 levels of socioeconomic status (SES), and 2 levels of IQ, was used to study methods for facilitating the formation of a one-dimensional language concept. The concept formation task required the production of instances of the concept embedded in sentences. The treatments were: rule verbalization (RV), rule application (RA), production of instances of the concept (P), and no training (NT). Seventy-five Negro fifth and sixth graders were run individually. The analysis of variance and post hoc comparisons indicated that treatments RA and P did not differ in effectiveness and both were significantly more effective than treatment RV. RV was significantly superior to NT. The high SES group learned in significantly fewer trials than the low SES group in all treatments except NT. No significant interactions occurred. On a mastery test requiring the production of instances of the concept embedded in sentences, the Ss who had attained criterion on the concept attainment task were superior to both the Ss who failed to learn and the control group which received only the mastery test. The latter two groups did not differ significantly. These results indicate that concept formation is facilitated by the same instructional procedures, the presentation of rules and the application of rules, for both high and low SES Ss.

54
Nov. 1969
21 pgs.

Equality of Educational Opportunity In An Expanding Educational System

Aage Bøttger Sørensen

ABSTRACT

In this paper educational careers are conceptualized as a function of the educational structure and a set of individual characteristics, that comprises an individual's educational potential. Social inequality of education is defined in terms of the relationship between social origin and educational potential. Using this definition, it is shown that despite a marked increase in the number of students attaining higher education in Denmark, no change occurred in the social inequality of education. The relationship between social origin and educational potential is inferred by applying a stochastic process model in which the educational potential is assumed to govern the outcome.

00024

Publication No.

55
Nov. 1969
20 pgs.

A Sociometric Study of a Junior High School Staff

Ellen Greenberger
Annemette Sørensen

ABSTRACT

This paper shows the effect of three rudimentary background variables on sociometric choices. The variables are sex, age, and departmental affiliation. Respondents indicated whom they would seek out for advice, whom they liked, and whom they admired for their teaching skills. The findings reveal a strong organization along sex lines for males, who overchoose in all three categories members of their own sex. Departmental affiliation is associated particularly with advice and liking. Age shows the weakest relationship to choice of the three variables examined. Since little is known about the social organization of the school, these and other findings of the study are potentially relevant to understanding influence processes within the school.

56
Dec. 1969
53 pgs.

The Development of New Measures of Curiosity for Children

Ellen Greenberger

ABSTRACT

This project has been directed towards the development of procedures for assessing children's curiosity. Better procedures are needed to reach one of the long-range goals of Center Program III: an understanding of the relationship of curiosity to academic achievement and other cognitive skills, styles and motives. This paper reviews briefly some existing curiosity assessment procedures and reports the development of two measures: the Behavior Profile (BP), used by teachers to rate curiosity (BPC), achievement strivings (BPA), and achievement blocks (BPB); and the Incongruity Game, used to make a direct assessment of curiosity behavior under controlled conditions. Data were collected on these variables and many others for a sample of white middle class children in grades 1-3. The Incongruity Game did not relate in predicted ways to other variables, but the Behavior Profile curiosity subscale did. Among the major findings for the curiosity scale are these: (1) high reliability, (2) positive associations with grades, problem-solving flexibility, and scores on recall of novel information; and (3) somewhat different patterns of relationship among the three Behavior Profile subscale scores, IQ, and cognitive-academic performance for boys and girls. A selection of findings for BPA and BPB is also presented.

00025

Publication No.		
57 Dec. 1969 41 pgs.	Organizational Differentiation of Students and Educationl Opportunity	Aage Bøttger Sørenson

ABSTRACT

Organizational Differentiation of students is defined as the diversion of a school's student-body into subgroups (classes, sections, streams) of a relatively permanent character for instructional purposes. A vast body of research exists on the effect of organizational differentiation, especially the effects of grouping according to ability. No coherent pattern of results emerges from this research. It is argued in this paper that the inconclusiveness of the research is due not only to methodological problems, but also to the theoretical meagerness of the research. An attempt is made, therefore, to specify the crucial dimensions of the organizational differentiation. This conceptual framework is then used in the formulation of a set of mechanisms that may account for a relationship between organizational differentiation and student behavior. The set of hypotheses arrived at are used to reevaluate the existing research. The main body of propositions deals with the effect of organizational differentiation on student aspirations and beliefs; on between-classroom variation in achievement; and on the influence of family background on academic accomplishment.

58 Jan. 1970 39 pgs.	Correlates of Problem Solving Flexibility	Ellen Greenberger

ABSTRACT

This report reviews briefly the relations of creativity to cognitive, personality, and motivational variables and describes a study based on one ability commonly assessed in creativity batteries: problem-solving flexibility (PSF). A sample of middle-class children in grades 1 through 3 was tested on questions resembling Guilford's "consequences" procedure. An hypothesis linking PSF with alertness to and interest in the environment was generally supported, more strongly for boys than for girls. Children high on PSF had better recall for novel information and were higher on curiosity by their teachers. Boys who are high on PSF show what Neumann and Helson have called a patriarchal pattern of intrusive, active, assertive personality characteristics. The pattern for girls is somewhat more subdued, but still suggests responsiveness to novelty and diversity of experience. PSF was associated positively but weakly with IQ, was negligibly related to test anxiety, and was positively correlated with school achievement.

00326

Publication No.

59
Feb. 1970
24 pgs.

The Non-Course Innovation In The Under-Graduate Curriculum

Clarice S. Stoll

ABSTRACT

Both students and social scientists criticize the American educational system because (1) course content is not presented in a manner relevant to real-world situations, and (2) course structures typically have characteristics which inhibit rather than promote individual motivation to learn. This case study describes a student-originated course entitled "Research and Its Relevance for Society." The speakers consisted of guest lecturers from throughout the University. The writer served as course administrator, introducing a typical procedure: non-rerequired attendance, minimal grading, no exams, unconventional written assignments. Student participation and interest was high. The success of the course suggests the need for additions to the standard undergraduate curriculum as well as a reevaluation of our teaching methods and aims in standard courses.

60
Jan. 1970
76 pgs.

A Survey Of Cognitive Style In Maryland Ninth-Graders: I. Achievement Motivation, Productivity

Doris R. Entwisle

ABSTRACT

In a survey of ninth graders in and around Baltimore, Maryland in the spring of 1968, several cognitive style variables were measured. The sample of students was divided by sex, IQ level, and residential locus.

This report discusses achievement motivation and productivity (the number of words written in achievement motivation stories). The achievement motive measure is shown to have low reliability, so the major part of the report deals with productivity.

Productivity is higher for girls than boys across all schools, and is lower in rural than in urban schools. Race per se, with social class and IQ controlled, is not a significant source of variance.

Productivity, it is speculated, may be a good indicant of academic socialization. Productivity data are discussed also in terms of current research in the language-and-cognition domain.

00027

Publication No.		
61 Jan. 1970 51 pgs.	Towards a More Consistent, Socially Relevant College Scholarships Policy	John D. Owen

ABSTRACT

A positive argument can be made for subsidizing college students. Yet, the existing system is chaotic and inconsistent. It is desirable then, to develop a reasonable, consistent plan for college scholarships. This plan would employ cost-benefit and other techniques of economic analysis to attain national policy objectives. In this scheme, estimates of the social value of college for various cohorts of high school graduates (as measured by the subsidizing agency) would be used in conjunction with measures of the private value of college (as estimated by the financial sacrifice the potential students and their families are prepared to make) to obtain a maximum social gain from a national college student subsidy budget.

62 Feb. 1970 23 pgs.	Children's Communication Accuracy Related to Race And Socioeconomic Status	Thelma L. Baldwin Paul T. McFarlane Catherine J. Garvey

ABSTRACT

Ninety-six fifth-grade children representing all combinations of male and female, low and middle SES and Negro and white characteristics were arranged in dyads with peers of the same sex, SES and race. Dyads were observed in a two-person communication situation which involved the exchange of descriptive information in order to complete a task accurately. Middle SES dyads were significantly more accurate than low SES dyads. White dyads were significantly more accurate than Negro dyads. Observed differences could not be attributed to differences in the mean dyad IQ nor to differences in amount of verbal production. Differences between SES groups were partly attributed to differences in the number of critical descriptive attributes communicated.

00028

Publication No.		
63 April 1970 14 pgs.	Simulation Games And Attitude Change: Attitudes Toward The Poor (Questionnaire Study 1)	Samuel A. Livingston

ABSTRACT

The effect of a simulation game on players' attitudes toward the poor was investigated by means of a pretest-posttest questionnaire study. The respondents were the senior class of an all-boys Catholic high school, who played the game for four periods in their social studies classes. Their attitudes were significantly more favorable to the poor after they played the game than before. The students' attitude change varied significantly from teacher to teacher, but was not significantly correlated with any of several other variables investigated. The game produced no change in factual information and a small but significant decline in interest in the subject matter.

64 April 1970 17 pgs.	Simulation Games as Advance Organizers in the Learning of Social Science Materials: Experiments 1-3	Samuel A. Livingston

ABSTRACT

Three experiments were conducted to test the hypotheses that: (1) a simulation game will motivate students to learn subject matter related to the game, and (2) it will facilitate learning by acting as an organizer. Within each class, students of the same sex were paired on reading ability; one member of each pair was then assigned at random to the experimental group. Only the experimental group played the game. Both groups together then answered a brief questionnaire intended to measure motivation and completed the learning task. The results showed no significant difference between the two groups, in either motivation or learning, in any of the three experiments.

65 April 1970 8 pgs.	Effects of the Consumer Game on Learning and Attitudes of Selected Seventh Grade Students in a Target-Area School	Karen C. Cohen

ABSTRACT

The following report describes in detail one teacher's use of the 'Consumer Game' in a class of seventh grade students in a target-area school. These students were not highly motivated and displayed poor attitudes toward school, and it was hoped that a game experience might interest them. Despite rather unusual and somewhat chaotic administrative conditions, the game appears to have taught the students important concepts. Their behavior in school and their attendance records also improved during the time they used the game, and as a group they sought an additional opportunity to play it.

00029

Publication No.

66
May 1970
110 pgs.

A Grammatical Overview Of Baltimore Non-Standard Negro English

Edmund A. Anderson

ABSTRACT

This report is an overview of the most frequently recurring grammatical structures in the speech of 10-12 year old black children from lower socio-economic neighborhoods in Baltimore. The speech sample consists of three types of speech situations: playing games with peers, talking with an older white interviewer, and telling stories. This report presents the similarities between Baltimore Non-standard Negro English (BNNE) and Standard English (SE) as well as the differences, using a structural approach.

Several important grammatical variables were chosen on which to perform some statistical counts. The results of these counts are presented in the appendix. They deal with the following features of BNNE: noun plural formation, possessive markers, past tense formation, presence vs. absence of present tense auxiliary be/copula, auxiliary be/copula past tense (was vs. were), and the various forms of have.

67
May 1970
45 pgs.

Measuring Behavioral Learning: A Study in Consumer Credit

C. Raymond Anderson

ABSTRACT

A social simulation game, Consumer, was used to study the effectiveness of simulation in teaching facts about (1) installment buying, (2) how to compare available sources of credit, and (3) how to recognize the best credit contract. The entire twelfth grade at one high school (N = 280) participated in the study. Ten class sections were assigned to experimental and control groups. Individual teachers had both types of classes. Experimental groups played two games of Consumer, which lasted for six class meetings; control classes had one curriculum unit on consumer use of installment contracts. Two dependent variable measures were developed: one, a test consisting of true-false and multiple choice items; the other, a simulated test of the process of buying a car. (The "To Buy a Car" test is included in its entirety as an appendix to the paper.) There was no significant difference between simulation and conventional approaches with regard to factual learning. The simulation was more successful in producing credit-comparison shopping behavior on the "To Buy a Car" test. The results suggest that simulation games are better able to produce behavioral changes than conventional classroom techniques.

00030

Publication No.

68
May 1970
43 pgs.

A Survey of Cognitive Style in Maryland Ninth-Graders: II. Test Anxiety

Doris R. Entwisle
Ellen Greenberger

ABSTRACT

Test anxiety was surveyed among Maryland ninth-graders in six schools in the spring of 1968. The schools differed in racial composition, social class of student body, and in rural-urban location. Test anxiety does not show differences by social class or racial groups when schools have comparable IQ distributions. The level of test anxiety seems determined by students' relative IQ level given the IQ distribution in their own school. Those who are low in test anxiety tend to be high in the ability-level distribution of the school, whereas high test anxiety is associated with low standing relative to other students. Changes in school practices and organizational patterns are suggested that might decrease test anxiety.

00031

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